**OBJECTIVE REVIEW FORM**

**Criteria for Objectives**

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| **Criteria** | **Education Committee Objective Reviewer Assessment****(Pass/Fail)** | **Comments** (non-compliant objective numbers provided for targeted revision) |
| Educational goals and specific learning objectives reflect the relationship of the program topic(s) or content to contemporary pharmacy practice. |  |  |
| Performance objectives must be *measurable* (using verbs from the below chart). |  |  |
| Performance objectives must be *specific*. |  |  |
| 4 to 6 learning objectives per hour are provided |  |  |
| Objectives are free of commercial bias as presented |  |  |
| Objectives align with the mission/vision/goals of NYSCHP (below) |  |  |

**Mission**

The New York State Council of Health-system Pharmacists (NYSCHP) provides continuing professional education activities to pharmacists and pharmacy technicians to facilitate life-long professional learning, enhance health-systems pharmacy practice, and provide value to its members.

**Vision**

To be recognized as the provider-of-choice for continuing professional education to enhance professional growth, optimize medication safety, and improve patient and organizational outcomes.

**Goals**

* Provide frequent professional education opportunities for NYSCHP membersincluding pharmacists and pharmacy technicians
* Provide continuing education meeting annual education requirements for New York State continuing education licensure including but not limited to medication safety and compounding
* Periodically evaluate member feedback on continuing education offerings and future interests

Objective Example: *Evaluate the literature supporting 6 versus 12 months of dual antiplatelet therapy after percutaneous coronary intervention.*

Do ***not*** use the verbs that are not measurable such as: know, understand, learn, grasp the significance of, become familiar with when developing objectives

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| Acquisition of Knowledge | Enhancement of Thinking Skills | Development of Psychomotor Skills | Changes in Attitudes, Values and/or Feelings |
| To identifyTo listTo defineTo describeTo stateTo prepareTo expressTo categorizeTo chartTo rankTo distinguishTo explainTo outlineTo informTo labelTo specifyTo tell | To compareTo contrastTo catalogueTo classifyTo evaluateTo forecastTo formulateTo investigateTo modifyTo organizeTo planTo researchTo translateTo differentiateTo analyzeTo computeTo devise | To demonstrateTo produceTo assembleTo adjustTo installTo operateTo detectTo locateTo isolateTo arrangeTo buildTo conductTo checkTo manipulateTo fixTo lay outTo performTo sortTo constructTo draw | To challengeTo defendTo judgeTo questionTo adoptTo advocateTo bargainTo cooperateTo endorseTo justifyTo persuadeTo resolveTo selectTo disputeTo approveTo chooseTo express |